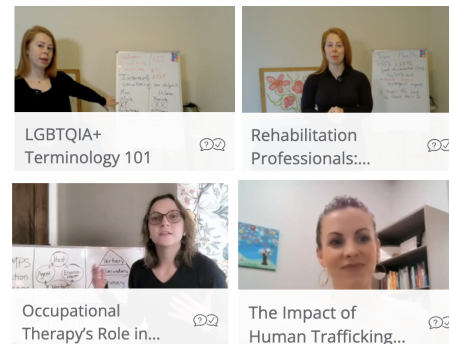




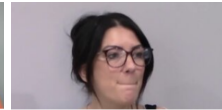
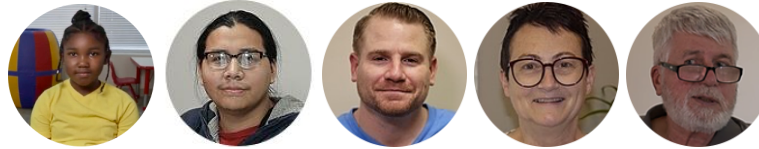
Occupational Therapy and Occupational Therapy Assistant Simucase® Lesson Plans

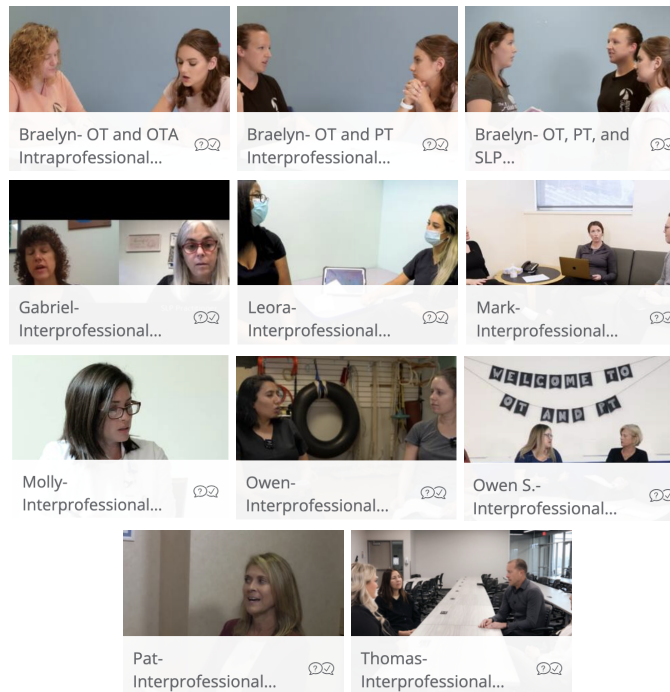
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For more information on Simucase® Supplemental Activities, please review the [Frequently Asked Questions](#).

| Course Topic | | Learning Objective | Simucase Simulation and Video Assignments | Additional Methods for Measuring Achievement of Learning Objectives |
|---|--|---|--|--|
| Professional Issues in Occupational Therapy | | Demonstrate knowledge of personal and professional responsibilities, ethical principles and standards, and cultural humility and responsiveness in occupational therapy practice. | <p>Simucase Videos:</p> <ol style="list-style-type: none"> LGBTQIA+ Terminology 101 Rehabilitation Professionals: Considerations for the Transgender Population Occupational Therapy's Role in Preventing and Responding to Human Trafficking The Impact of Human Trafficking on Occupational Performance and Participation <div data-bbox="928 587 1373 928">  </div> <p>Simucase Simulations:</p> <p>Advance Care Planning Part-Task Trainer: Advance care planning allows individuals to express their healthcare preferences and make decisions about future medical treatment. You are the provider in an allied healthcare profession assigned to complete this training on advance care planning and report your findings.</p> <p>HIPAA Part-Task Trainer: The Health Insurance Portability and Accountability Act (HIPAA) outlines guidelines related to the privacy and security of patient information. You are assigned to learn about the key concepts, rules, and regulations healthcare workers in the United States must understand.</p> <div data-bbox="1016 1265 1260 1351">  </div> | <ul style="list-style-type: none"> Complete a reflective journal assignment on the following topic: Describe how your knowledge of professional responsibilities, ethical principles, and cultural humility and responsiveness will impact your future occupational therapy practice. |
| | | Interpret collected data to create an occupational profile using | <p>Simucase Videos:</p> <ol style="list-style-type: none"> Nicole- Interview Samantha- Interview | <ul style="list-style-type: none"> Write an occupational profile. (Supplemental Activity available) |

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| | | <p>accepted terminology of the profession.</p> | <div data-bbox="930 215 1377 378">   <p>Nicole- Interview Samantha- Interview</p> </div> <p>Simucase Simulations:</p> <p>Miya- Occupational Profile Part-Task Trainer: Miya is an 8-year-old with a right brachial plexus injury.</p> <p>Thomas- Occupational Profile Part-Task Trainer: Thomas is a 16-year-old exhibiting signs of withdrawal from peers and activities, excessive fatigue, and headaches.</p> <p>Tim- Occupational Profile Part-Task Trainer: Tim is a 43-year-old who presents with left elbow pain.</p> <p>Jeanne- Occupational Profile Part-Task Trainer: Jeanne is a 57-year-old with a history of breast cancer who presents with sexual wellness concerns.</p> <p>Dick- Occupational Profile Part-Task Trainer: Dick is a 69-year-old who experienced a cerebrovascular accident.</p> <div data-bbox="779 751 1533 898">  </div> | <ul style="list-style-type: none"> • Prepare to assess the client's occupational performance and participation by completing an analysis of occupational performance. (Supplemental Activity available) |
| | | <p>Demonstrate knowledge of the principles of intraprofessional and interprofessional team dynamics to effectively plan, deliver, and evaluate occupational therapy services.</p> | <p>Simucase Videos:</p> <ol style="list-style-type: none"> 1. Braelyn- OT and OTA Intraprofessional Collaboration 2. Braelyn- OT and PT Interprofessional Collaboration Conversation 3. Braelyn- OT, PT, and SLP Interprofessional Collaboration Conversation 4. Gabriel- Interprofessional Collaboration 5. Leora- Interprofessional Collaboration 6. Mark- Interprofessional ICU Team Conference 7. Molly- Interprofessional Collaboration 8. Owen- Interprofessional Collaboration Conversation 9. Owen S- Interprofessional Collaboration Conversation 10. Pat- Interprofessional Collaboration Conversation 11. Thomas- Interprofessional Collaboration Conversation | <ul style="list-style-type: none"> • Complete a reflective journal assignment on the following topic: Describe at least three strategies you will use in your future occupational therapy practice to promote effective intraprofessional and interprofessional collaboration. |



Simucase Simulations:







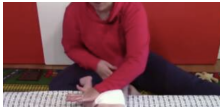






[Gabriel- Intervention](#) (OT and SLP): Gabriel is a 2-year-old with Lennox-Gastaut syndrome and cortical visual impairment.

[Braelyn- Intervention](#) (OT and PT): Braelyn is a 5-year-old with a complex medical history who is participating in therapy services in an outpatient clinic.

[Alex- Assessment](#) (OT and PT): Alex is a 53-year-old admitted to the hospital one day ago for a left total hip arthroplasty.

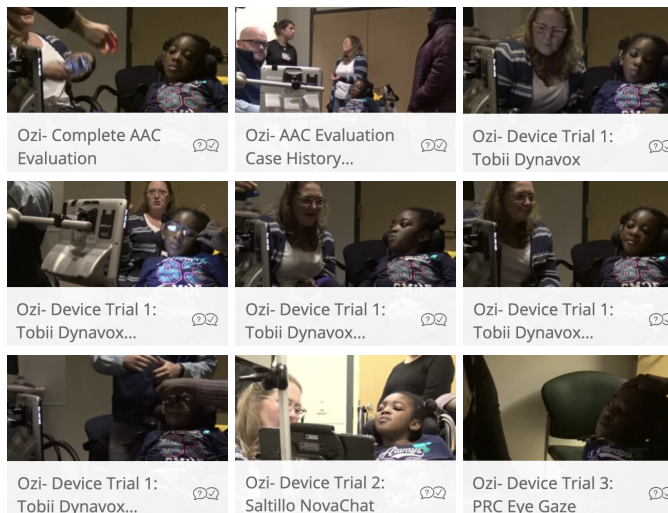
[Molly- Assessment](#) (OT and PT): Molly is a 63-year-old admitted to the hospital one week ago due to an exacerbation of congestive heart failure.



| Course Topic | | Learning Objective | Simucase Simulation and Video Assignments | Additional Methods for Measuring Achievement of Learning Objectives |
|---|--|--|---|---|
| Occupational Therapy for Infants, Children, and Adolescents | | Describe how human development is related to occupational performance and participation. | <p>Simucase Videos:</p> <ol style="list-style-type: none"> Nico- Child Development Day Collaborative Assessment Part 1 Nico- Child Development Day Collaborative Assessment Part 2 Clare- Child Development Day Collaborative Assessment Part 1 Clare- Child Development Day Collaborative Assessment Part 2 Banks- 6-month-old Motor Development Part 1 Banks- 6-month-old Motor Development Part 2 Banks- 9-month-old Motor Development Banks- 11-month-old Motor Development Banks- 13-month-old Motor Development Banks-Typical 17-month-old Motor Development <div>  <p>Nico- Child Development Day... </p>  <p>Nico- Child Development Day... </p>  <p>Clare- Child Development Day... </p>  <p>Clare- Child Development Day... </p>  <p>Banks- 6-month-old Motor Developme... </p>  <p>Banks- 6-month-old Motor Developme... </p>  <p>Banks- 9-month-old Motor Development </p>  <p>Banks- 11-month-old Motor Development </p>  <p>Banks- 13-month-old Motor Development </p>  <p>Banks-Typical 17-month-old Motor... </p> </div> | <ul style="list-style-type: none"> Complete a reflective journal assignment on the following topic: Describe why it is important for occupational therapy practitioners to understand human development across the lifespan. |
| | | Use professional reasoning to evaluate occupational performance and participation concerns, analyze assessment results, and determine the need | <p>Simucase Videos:</p> <ol style="list-style-type: none"> Ozi- Complete AAC Evaluation Ozi- AAC Evaluation Case History Questions Ozi- Device Trial 1: Tobii Dynavox Ozi- Device Trial 1: Tobii Dynavox Calibration Ozi- Device Trial 1: Tobii Dynavox Assessing Making a Choice | <ul style="list-style-type: none"> OT: <ul style="list-style-type: none"> Document assessment results. (Supplemental Activity available) Create a treatment plan and goals. (Supplemental Activity available) |

for occupational therapy services.

6. [Ozi- Device Trial 1: Tobii Dynavox Assessing Making a Choice Using Eye Gaze](#)
7. [Ozi- Device Trial 1: Tobii Dynavox Assessing Length of Time for Making a Selection](#)
8. [Ozi- Device Trial 1: Tobii Dynavox Assessing Cause and Effect](#)
9. [Ozi- Device Trial 2: Saltillo NovaChat](#)
10. [Ozi- Device Trial 3: PRC Eye Gaze](#)



Simucase Simulations:

[Aidan- GOAL Part-Task Trainer](#): Aidan is a 10-year-old with autism spectrum disorder referred for an occupational therapy evaluation.

[Diego- DAYC-2 Part-Task Trainer](#): Diego is a 3-year-old referred for a developmental screen by your supervising occupational therapist.

[Glen- TVPS-4 Part-Task Trainer](#): Glen is a 12-year-old with delayed milestones and sensory processing disorder referred for an occupational therapy evaluation.









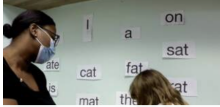
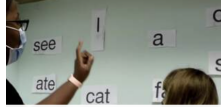
[Grace- PDMS-3 Part-Task Trainer](#): Grace is a 4-year-old referred for an occupational therapy evaluation.

[Nate- Assessment](#): Nate is a 3-year-old with cerebral palsy who is enrolled in an integrated preschool program in his local public school district.

[Paidyn- Assessment](#): Paidyn is a 2-year-old with autism spectrum disorder who has been receiving occupational therapy services in an early education setting for the last six months.

[Shelby- MVPT-4 Part- Task Trainer](#): Shelby is a 6-year-old with pervasive developmental disorder referred for an occupational therapy evaluation.

- Develop an intervention plan to address the client's occupational performance and participation needs. (Supplemental Activity available)
- OTA:
 - Describe the client's concerns related to occupational performance and participation.
 - Develop an intervention plan to address the client's occupational performance and participation needs. (Supplemental Activity available)

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| | | <p>Use professional reasoning to facilitate interventions that address a client's occupational performance and participation concerns.</p> | <p>Simucase Videos:</p> <ol style="list-style-type: none"> 1. Christian- Puzzle Activity 2. Christian- Following Instructions 3. Christian- Letter Identification and Writing 4. Delilah- Standing Play 5. Delilah- Whole Body Vibration 6. Delilah- Seated Play 7. Jacqueline- Writing Worksheet 8. Jacqueline- Writing Warm-up 9. Jacqueline- Writing Sentences 10. Mia- Core Strength and Balance 11. Mia- Fine Motor Skills 12. Mia- Proximal Strength and Stability <div>  <p>Christian- Puzzle Activity</p>  <p>Christian- Following Instructions</p>  <p>Christian- Letter Identification and...</p>  <p>Delilah- Standing Play</p>  <p>Delilah- Whole Body Vibration</p>  <p>Delilah- Seated Play</p>  <p>Jacqueline- Writing Worksheet</p>  <p>Jacqueline- Writing Warm-up</p>  <p>Jacqueline- Writing Sentences</p> </div> | <ul style="list-style-type: none"> • Document observations from the intervention session. (Supplemental Activity available) • Plan the next intervention session. (Supplemental Activity available) • Create a home program that will help the client meet their occupational therapy goals. (Supplemental Activity available) |



Simucase Simulations:

[Alaina- Intervention](#): Alaina is a 4-year-old with autism spectrum disorder who was recently diagnosed with a seizure disorder.

[Braelyn- Intervention Session 2](#): Braelyn is a 6-year-old with a complex medical history who is participating in therapy services in an outpatient clinic.

[Emma- Intervention](#): Emma is a 5-year-old with a medical history significant for prenatal exposure to drugs and alcohol and a diagnosis of autism spectrum disorder.

[Gabriel- Intervention](#): Gabriel is a 2-year-old with Lennox-Gastaut syndrome and cortical visual impairment.

[Leora- Intervention](#): Leora is a 17-year-old with autism spectrum disorder who recently began using a new augmentative and alternative communication device.

[Owen- Intervention](#): Owen is a 14-year-old with a diagnosis of cerebral palsy.

[Zachary- Intervention](#): Zachary is a 5-year-old with 49,XXXXY syndrome.

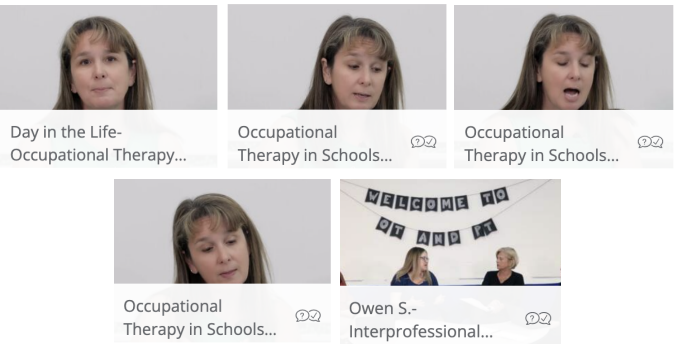

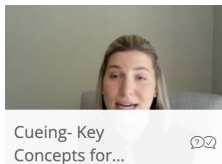




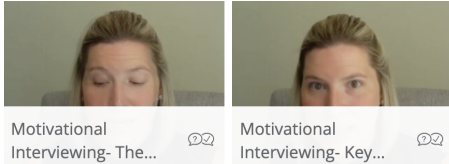

Describe the role of occupational therapy in school settings.


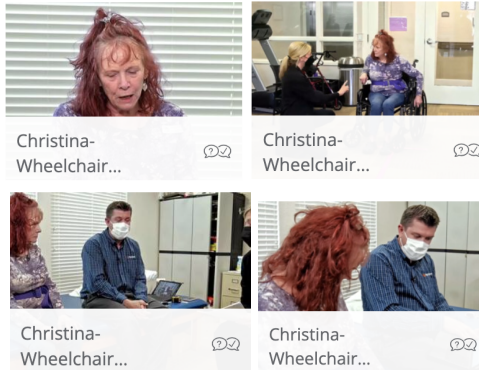
Simucase Videos:


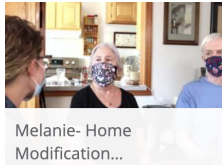


1. [Day in the Life- Occupational Therapy \(School-Based\)](#)
2. [Occupational Therapy in Schools- Part 1](#)
3. [Occupational Therapy in Schools- Part 2](#)
4. [Occupational Therapy in Schools- Part 3](#)
5. [Owen S. - Interprofessional Collaboration Conversation](#)

- Create a treatment plan and goals. (Supplemental Activity available)
- Document observations from the intervention session. (Supplemental Activity available)
- Plan the next intervention session. (Supplemental Activity available)
- Create a home program that will help the client meet their occupational therapy goals. (Supplemental Activity available)

| | | |  <p>Simucase Simulations:</p> <p>Electronic Documentation- School Setting Part-Task Trainer: Electronic documentation allows providers to gather and record information in a digital format. You are the provider in a school setting assigned to complete a case review for one child by viewing electronic school records and reporting your findings.</p> <p>Nate- Assessment: Nate is a 3-year-old with cerebral palsy enrolled in an integrated preschool program in his local public school district.</p> <p>Nate- Intervention: Nate is a 3-year-old with cerebral palsy enrolled in an integrated preschool program in his local public school district.</p> <p>Owen S.- Intervention: Owen is a 6-year-old with congenital primary aphakia enrolled in an integrated preschool program in his local public school district.</p>  | |
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| Course Topic | | Learning Objective | Simucase Simulation and Video Assignments | Additional Methods for Measuring Achievement of Learning Objectives |
| Occupational Therapy to Support Mental Health and Wellbeing | | Use professional reasoning to evaluate occupational performance and participation concerns, analyze assessment results, and determine the need for occupational therapy services for clients. | <p>Simucase Video:</p> <ol style="list-style-type: none"> Cueing- Concepts for Therapy Practitioners  <p>Simucase Simulations:</p> | <ul style="list-style-type: none"> OT: <ul style="list-style-type: none"> Document assessment results. (Supplemental Activity available) Create a treatment plan and goals. (Supplemental Activity available) Develop an intervention plan to address the client's occupational performance and participation needs. (Supplemental Activity available) |

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| | | | <p>Ray- Assessment: Ray is a 59-year-old with a history of homelessness being treated for psychosis, depression, and other comorbid medical conditions.</p> <p>Suicide Screening and Assessment Part-Task Trainer: Suicide screenings and assessments allow providers to identify clients who may need further intervention to remain physically and psychologically safe.</p> <div data-bbox="1018 337 1302 472">  <div> <p>SUICIDE SCREENING AND ASSESSMENT</p>  </div> </div> | <ul style="list-style-type: none"> • OTA: <ul style="list-style-type: none"> ○ Describe the client's concerns related to occupational performance and participation. ○ Develop an intervention plan to address the client's occupational performance and participation needs. (Supplemental Activity available) |
| | <p>Use professional reasoning to facilitate interventions that address occupational performance and participation concerns.</p> | | <p>Simucase Videos:</p> <ol style="list-style-type: none"> 1. Motivational Interviewing- The Stages of Change 2. Motivational Interviewing- Key Concepts for Occupational Therapy Practitioners <div data-bbox="938 656 1383 818">  </div> <p>Simucase Simulations:</p> <p>Darryl- Intervention: Darryl is a 54-year-old with a diagnosis of schizophrenia. He was referred to occupational therapy by his case manager due to concerns over finding and maintaining housing.</p> <p>Debbie- Intervention: Debbie is a 56-year-old with a diagnosis of major depressive disorder, generalized anxiety disorder, and complex post-traumatic-stress disorder.</p> <p>Norman- Intervention: Norman is a 56-year-old with schizophrenia, hypertension, asthma, and insomnia.</p> <div data-bbox="938 1117 1383 1263">  </div> | <ul style="list-style-type: none"> • Document observations from the intervention session. (Supplemental Activity available) • Plan the next intervention session. (Supplemental Activity available) • Create a home program that will help the client meet their occupational therapy goals. (Supplemental Activity available) |
| | <p>Use professional reasoning to design and implement a group intervention session related to occupational performance and participation.</p> | | <p>Simucase Simulations:</p> <p>Cooking Group Part 1- Intervention: Jeffrey and Debbie participate in a cooking group in the occupational therapy clinic within a homeless service agency.</p> <p>Cooking Group Part 2- Intervention: Jeffrey and Debbie participate in a cooking group in the occupational therapy clinic within a homeless service agency.</p> <p>Stress Management Group- Intervention: Sebastian and Mark participate in a stress management group in the occupational therapy clinic within a homeless service agency.</p> | <ul style="list-style-type: none"> • Document the group session. (Supplemental Activity available) • Plan an intervention for the next group session. (Supplemental Activity available) |

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| Course Topic | | Learning Objective | Simucase Simulation and Video Assignments | Additional Methods for Measuring Achievement of Learning Objectives |
| Occupational Therapy to Support Community Living and Participation | | Use professional reasoning to evaluate, analyze, and diagnose deficits in balance, functional mobility, and safety awareness that may impact occupational performance and participation. | <p>Simucase Videos:</p> <ol style="list-style-type: none"> Christina- Wheelchair Assessment Part 1 Christina- Wheelchair Assessment Part 2 Christina- Wheelchair Assessment Part 3 Christina- Wheelchair Assessment Part 4 <div data-bbox="917 924 1392 1291">  <div>Christina- Wheelchair...</div> <div>Christina- Wheelchair...</div> <div>Christina- Wheelchair...</div> <div>Christina- Wheelchair...</div> </div> <p>Simucase Simulation: Lynda- Fall Risk Screening and Assessment Part-Task Trainer: Lynda is a 75-year-old who attends a community-based fall prevention event.</p> | <ul style="list-style-type: none"> Document the fall risk screening and assessment results. (Supplemental Activity available) |

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| | Identify home safety and accessibility concerns that may impact occupational performance and participation. | <p>Simucase Video:</p> <p>1. Melanie- Home Modification Recommendations</p>  <p>Melanie- Home Modification...</p> <p>Simucase Simulation:</p> <p>Melanie- Home Safety and Accessibility Assessment Part-Task Trainer: Melanie is a 72-year-old with multiple sclerosis.</p>  | <ul style="list-style-type: none">Document the home safety and accessibility assessment findings. (Supplemental Activity available) | |
| | Evaluate the community mobility, access, and driving ability needs of a person and make appropriate recommendations. | <p>Simucase Simulations:</p> <p>Malbert- Driver Evaluation Part 1 Part-Task Trainer: Malbert is a 96-year-old referred for a driver evaluation.</p> <p>Malbert- Driver Evaluation Part 2 Part-Task Trainer: Malbert is a 96-year-old referred for a driver evaluation.</p>  | <ul style="list-style-type: none">Document the clinic-based driver evaluation using the Driver Evaluation Record Form. (Part 1)Document the behind-the-wheel driver evaluation using the Driver Evaluation Record Form. (Part 2) | |
| Course Topic | | Learning Objective | Simucase Simulation and Video Assignments | Additional Methods for Measuring Achievement of Learning Objectives |



Occupational Therapy to Address Complex Medical Conditions

Use professional reasoning and safety awareness address occupational performance and participation concerns related to complex medical conditions.

Simucase Videos:

1. [Acute Care- Lines, Tubes and Drains](#)
2. [Acute Care- Safety Equipment](#)
3. [Acute Care- Transfer and Ambulation Skills](#)
4. [Lift Transfer- Hoyer™ Overhead Device](#)
5. [Mark- Chair to Bed Transfer](#)
6. [Mark- Donning a Gown](#)
7. [Mark- Interprofessional ICU Team Conference](#)
8. [Mark- Logroll Supine to Sit Transfer](#)
9. [Mark- Sit to Stand Transfer in the CICU](#)
10. [Mark- Sit to Supine Transfer in the CICU](#)
11. [Mark- Supine to Sit Transfer in the CICU](#)
12. [Molly- Interprofessional Collaboration Conversation](#)
13. [Monitoring Vital Signs in an Acute Care Setting](#)
14. [Personal Protective Equipment- Donning and Doffing a Gown and Gloves](#)



Acute Care- Lines, Tubes and Drains



Acute Care- Safety Equipment



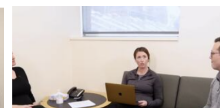
Acute Care- Transfer and Ambulation...



Lift Transfer- Hoyer™ Overhead Device



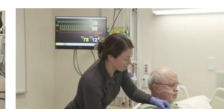
Mark- Chair to Bed Transfer



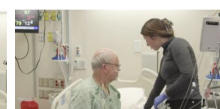
Mark- Interprofessional...



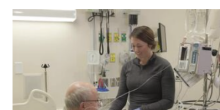
Mark- Logroll Supine to Sit Transfer



Mark- Donning a Gown



Mark- Sit to Supine Transfer



Mark- Sit to Stand Transfer in the CICU



Mark- Supine to Sit Transfer in CICU



Molly- Interprofessional...




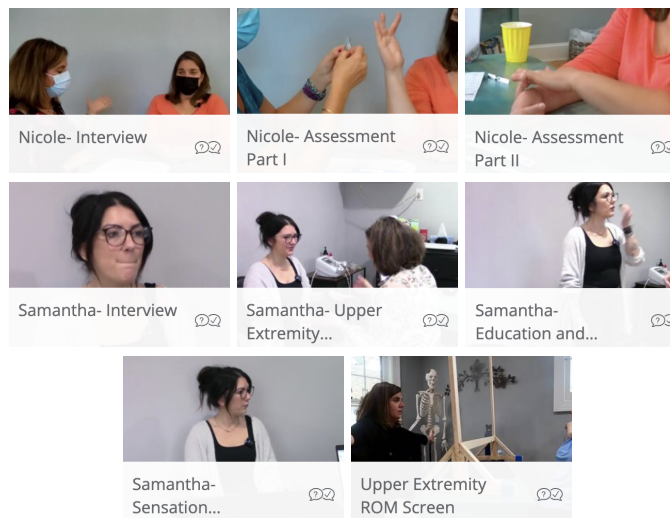
Monitoring Vital Signs in an Acute...



Personal Protective Equipment- Donni...

- OT:
 - Document assessment results. (Supplemental Activity available)
 - Create a treatment plan and goals. (Supplemental Activity available)
 - Develop an intervention plan to address the client's occupational performance and participation needs. (Supplemental Activity available)
- OTA:
 - Describe the client's concerns related to occupational performance and participation.
 - Develop an intervention plan to address the client's occupational performance and participation needs. (Supplemental Activity available)

| | | | <p>Simucase Simulations:</p> <p>Electronic Documentation- Acute Care Part-Task Trainer: Electronic documentation allows providers to gather and record information in a digital format. You are the provider in an acute care setting who is assigned to complete a case review for one patient by viewing electronic medical records and reporting your findings.</p> <p>Electronic Documentation- Outpatient Setting Part-Task Trainer: Electronic documentation allows providers to gather and record information in a digital format. You are the provider in an outpatient setting assigned to complete a case review for one client by viewing electronic records and reporting your findings.</p> <p>Mark- Assessment: Mark is a 62-year-old admitted to the critical care unit following coronary bypass surgery.</p> <p>Molly- Assessment: Molly is a 63-year-old admitted to the hospital one week ago due to an exacerbation of congestive heart failure.</p> <p>Supplemental Oxygen- Part-Task Trainer: Oxygen therapy is the administration of supplemental oxygen to people who cannot maintain adequate oxygen levels on their own.</p> <p>Tubes and Lines Mobilization Management- Part-Task Trainer: Tubes and lines mobilization management involves proper handling and care of medical tubing and equipment.</p> | |
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| Course Topic | | Learning Objective | Simucase Simulation and Video Assignments | Additional Methods for Measuring Achievement of Learning Objectives |
| Occupational Therapy to Address Musculoskeletal Conditions | | Use professional reasoning to evaluate occupational performance and participation concerns, analyze assessment results, and determine the need for occupational therapy services for clients. | <p>Simucase Videos:</p> <ol style="list-style-type: none"> Nicole- Interview Nicole- Assessment Part I Nicole- Assessment Part II Samantha- Interview Samantha- Upper Extremity Assessment Samantha- Education and Recommendations Samantha- Sensation Assessment and Cervical Spine Screen Upper Extremity Educational Videos | <ul style="list-style-type: none"> OT: <ul style="list-style-type: none"> Document evaluation findings using the OT Evaluation and Plan of Care (Acute Care) or the OT Evaluation Form (Outpatient). (Supplemental Activities available) Record range of motion measurements using the Upper Extremity Range of Motion Record Form or the Hand Range of Motion Record Form. (Supplemental Activities available) Create a treatment plan and goals. (Supplemental Activity available) Develop an intervention plan to address the client's occupational performance |



Simucase Simulations:

[Brenda- Upper Extremity Goniometry Part-Task Trainer](#): Brenda is a 78-year-old with arthritis and degenerative joint disease who had a right total shoulder arthroplasty 10 weeks ago.

[Cherie- Upper Extremity Goniometry Part-Task Trainer](#): Cherie is a 58-year-old who fell two months ago and sustained a fracture of the right distal radius.

[Dean- Upper Extremity Goniometry Part-Task Trainer](#): Dean is a 25-year-old who fell while playing basketball and injured his right hand.

[Connie- Lower Extremity Goniometry Part-Task Trainer](#): Connie is a 33-year-old who recently experienced an ankle injury and received a physical therapy evaluation.

[Alex- Assessment](#): Alex is a 53-year-old admitted to the hospital one day ago for a left total hip arthroplasty.









[Lyubov- Assessment](#): Lyubov is a 62-year-old who fell four months ago and sustained a fracture of the left distal radius.


[Shauna- Assessment](#): Shauna is a 17-year-old who fell while roller skating two months ago.

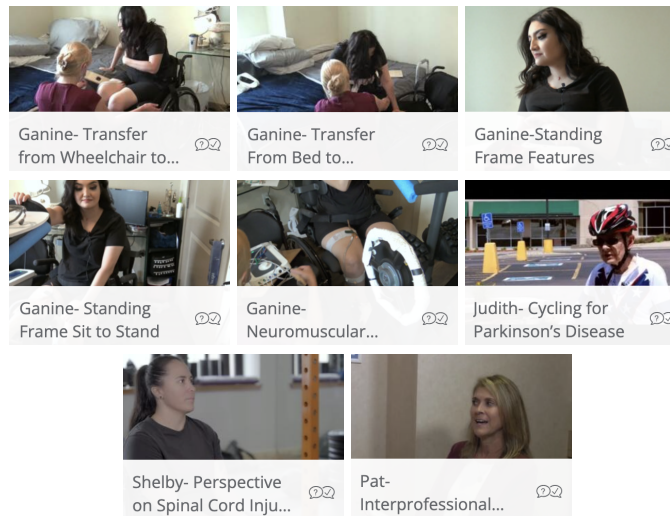


and participation needs. (Supplemental Activity available)

- OTA:
 - Record range of motion measurements using the Upper Extremity Range of Motion Record Form or the Hand Range of Motion Record Form. (Supplemental Activities available)
 - Describe the client's concerns related to occupational performance and participation.
 - Develop an intervention Plan to address the client's occupational performance and participation needs. (Supplemental Activity available)

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| | | <p>Use professional reasoning to facilitate interventions that address occupational performance and participation concerns.</p> | <p>Simucase Videos:</p> <ol style="list-style-type: none"> 1. Brenda- Upper Extremity Taping 2. Cherie- Scar Management 3. Dean- Finger Pain Intervention 4. Jeff- Shoulder Intervention <div>     </div> <p>Simucase Simulations:</p> <p>Lyubov- Intervention: Lyubov is a 62-year-old who fell five months ago and sustained a fracture of the left distal radius.</p> <p>Jeff- Intervention: Jeff is a 58-year-old male who underwent a left shoulder labrum repair, subacromial decompression, and biceps tenodesis 2.5 weeks ago.</p> <p>Shawn- Orthosis Part-Task Trainer: Shawn is a 65-year-old with osteoarthritis of the right wrist referred for a custom wrist, hand, and finger orthosis.</p> <p>Connie- Orthosis Part-Task Trainer: Connie is a 56-year-old with carpal tunnel syndrome of the left wrist referred for a custom volar wrist orthosis.</p> <div>     </div> | <ul style="list-style-type: none"> • Document observations from the intervention session. (Supplemental Activity available) • Plan the next intervention session. (Supplemental Activity available) • Create a home program that will help the client meet their occupational therapy goals. (Supplemental Activity available) |
| Course Topic | | Learning Objective | Simucase Simulation and Video Assignments | Additional Methods for Measuring Achievement of Learning Objectives |

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| Occupational Therapy to Address Neurologic Conditions | <p>Use professional reasoning to evaluate occupational performance and participation concerns, analyze assessment results, and determine the need for occupational therapy services for clients.</p> | <p>Simucase Simulations:</p> <p>Damon- Assessment: Damon is a 46-year-old with multiple sclerosis who has been receiving occupational therapy services in his home for several months.</p> <p>Ed- Assessment: Ed is a 78-year-old who experienced a stroke five months ago and was discharged home approximately two weeks ago.</p> <p>Frank- Assessment: Frank is an 80-year-old with Parkinson's disease and Lewy body dementia who recently experienced a cerebral infarction and a progressive increase in falls.</p> <p>Rachel- MVPT-4 Part-Task Trainer: Rachel is a 31-year-old who is status post rupture of arteriovenous malformation (AVM).</p>  | <ul style="list-style-type: none"> OT: <ul style="list-style-type: none"> Document assessment results. (Supplemental Activity available) Create a treatment plan and goals. (Supplemental Activity available) Develop an intervention plan to address the client's occupational performance and participation needs. (Supplemental Activity available) OTA: <ul style="list-style-type: none"> Describe the client's concerns related to occupational performance and participation. Develop an intervention plan to address the client's occupational performance and participation needs. (Supplemental Activity available) |
| | <p>Use professional reasoning to facilitate interventions that address occupational performance and participation concerns.</p> | <p>Simucase Videos:</p> <ol style="list-style-type: none"> Ganine- Transfer from Wheelchair to Bed Ganine- Transfer From Bed to Wheelchair Ganine-Standing Frame Features Ganine- Standing Frame Sit to Stand Ganine- Neuromuscular Electrical Stimulation (NMES) with Standing Judith- Cycling for Parkinson's Disease Shelby- Perspective on Spinal Cord Injury and Bowel and Bladder Management Pat- Interprofessional Collaboration Conversation | <ul style="list-style-type: none"> Document observations from the intervention session. (Supplemental Activity available) Plan the next intervention session. (Supplemental Activity available) Create a home program that will help the client meet their occupational therapy goals. (Supplemental Activity available) |



Simucase Simulations:

[Ed- Intervention Session 1](#): Ed is a 78-year-old who experienced a stroke approximately six months ago and was recently discharged home from subacute rehabilitation.

[Ed- Intervention Session 2](#): Ed is a 78-year-old who experienced a stroke approximately six months ago and was recently discharged home from subacute rehabilitation. He was evaluated by occupational therapy two weeks ago in his home.

[Frank- Intervention](#): Frank is an 80-year-old with Parkinson's disease and Lewy body dementia who recently experienced a cerebral infarct and a progressive increase in falls.

[Judith- Intervention](#): Judith is a 72-year-old with Parkinson's disease.

[Lyn- Intervention](#): Lyn is a 71-year-old with Primary Lateral Sclerosis.

[Pat- Intervention](#): Pat is a 75-year-old who experienced a cerebrovascular accident.

